

Amend Ed 505.03(e), effective 9-16-11 (Document #9992), to read as follows:

(e) Alternative 3C, relative to demonstrated competencies and equivalent experiences, shall consist of the following for superintendent, principal, special education administrator, curriculum administrator, business administrator, or career and technical education director:

- (1) An applicant for certification as a superintendent under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.01(a)(3);
- (2) An applicant for certification as a principal under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.04(a)(2)b.2;
- (3) An applicant for certification as a special education administrator under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.07(d);
- (4) An applicant for certification as a curriculum administrator under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.05 (b)(2)b.2;
- (5) An applicant for certification as a Business Administrator under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.03(a)(2)a; and
- (6) An applicant for certification as a career and technical education director under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 507.01(a)(2)b.2.

Readopt with amendment Ed 506.05, effective 3-16-07 (Document #8843), to read as follows

Ed 506.05 Curriculum Administrator.

(a) For purposes of this section, “curriculum administrator” means the administrator of a school district or school administrative unit who directs the curriculum, instruction, and assessment activities of a school district or administrative unit.

(b) An individual shall have the following entry level requirements to be certified as a curriculum administrator:

(1) Have at least 5 years' experience as a classroom teacher; and

(2) One of the following:

a. Completed a master's degree in curriculum and instruction or a related area approved by the state board of education and received a recommendation for this certification from the designated official of the preparing collegiate department of education; or

b. Completed a master's degree in education, and have demonstrated:

1. The competencies, skills, and knowledge as listed in (d) below; or

2. Experience in comparable educational leadership positions in education or other professions as specified in Ed 505.03.

(c) The Department of Education shall assess the skills, competencies and knowledge of candidates for certification as curriculum administrators by reviewing evidence such as but not limited to college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(d) Candidates for certification as a curriculum administrator shall have the following skills, competencies, and knowledge, determined by the review outlined in 506.05(c):

(1) In the area of leadership, the candidate shall be able to:

a. Collect and use data to identify goals for curriculum, instruction, and assessment at the school, school district, or administrative unit level;

b. Create, communicate, implement, and monitor plans to achieve goals;

c. Encourage a culture of collaboration, trust, learning, and high expectations;

d. Obtain, allocate, align, and effectively utilize fiscal and technological resources, including the development of grant and other funding proposals;

e. Develop the instructional and assessment capacity of the staff and provide professional development, including: coaching, demonstrating, planning, organizing, reflecting, and documenting;

f. Adhere to ethical principles and professional norms

g. Promote the success and well-being of every student by ensuring the development of an equitable and culturally responsive school;

h. Advocate for children, families, and caregivers;

i. Act to influence local, district, state, and national decisions affecting student learning;

j. Assess, analyze, communicate, and anticipate emerging trends and initiatives in order to adapt leadership strategies and professional development activities related to curriculum, instruction, and assessment;

k. Build partnerships with parents, community groups, and businesses; and

l. Evaluate school progress and influence the allocation of resources in order to meet national, state, and local education objectives.

(2) In the area of curriculum and instruction, the candidate shall:

a. Understand the culture of teaching and learning as required to work effectively with diverse faculty and administrative teams;

b. Understand PreK-12 learner development and learner differences;

c. Understand and support a variety of learning environments, including extended learning opportunities;

d. Understand a variety of instructional and adaptive technologies;

e. Understand school, school district, and administrative unit curricula;

f. Understand how to monitor alignment between the written and taught curriculum;

g. Understand effective curricular coordination and vertical articulation among all academic areas within the school, between schools, and with sending schools and post-secondary institutions, as applicable;

h. Understand applicable national standards, as well as current state and local academic standards;

i. Understand a variety of instructional strategies, including differentiated instruction;

j. Understand and assist others with current research and research-based practices in curriculum and instruction;

k. Demonstrate the ability to work with individual educators as well as grade level, disciplinary, and interdisciplinary teams to promote student learning; and

l. Demonstrate the ability to supervise instruction and provide constructive feedback, and

(3) In the area of assessment the candidate shall:

a. Understand how to use a range of evidence such as student work, classroom and local school or district assessments, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from students and alumni, to revise curriculum and guide the improvement of instructional practice;

b. Understand and convey a range of assessment strategies, including formative and summative assessment principles and practices, for use in classroom and school-wide assessment, including accreditation processes;

c. Understand assessment purposes and the design and appropriate uses of fair, ethical, and reliable assessments;

d. Be able to work with educators to align assessments with learning expectations, competencies, and applicable standards;

e. Be able to reach out to families and assist with the interpretation of assessment data;

f. Be able to collect, disaggregate, and analyze data from a variety of sources and respond to inequities in student achievement;

g. Be able to administer regional and national tests and analyze and report on the results;

h. Be able to evaluate the effectiveness of curriculum implementation, instructional strategies, and assessment use in a school, school district, or administrative unit, and present evaluations to various audiences;

i. Be able to evaluate the effectiveness of the curriculum revision processes and plan for continuous improvement; and

j. Be able to work collaboratively with various stakeholders to involve them in the work of the school.

Readopt with amendment Ed 614.13, effective 3-16-07 (Document #8843), to read as follows:

Ed 614.13 Curriculum Administrator.

(a) The curriculum administrator preparation program shall provide the candidate with the ability to direct the curriculum, instruction, and assessment activities of a school district or administrative unit.

(b) The curriculum administrator preparation program shall provide the candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience in the following areas:

(1) In the area of leadership the curriculum administrator preparation program shall provide the candidate with the ability to:

- a. Collect and use data to identify goals for curriculum, instruction, and assessment at the school, school district, or administrative unit level;
- b. Create, communicate, implement, and monitor plans to achieve goals;
- c. Encourage a culture of collaboration, trust, learning, and high expectations;
- d. Obtain, allocate, align, and effectively utilize fiscal and technological resources, including the development of grant and other funding proposals;
- e. Develop the instructional and assessment capacity of the staff and provide professional development, including: coaching, demonstrating, planning, organizing, reflecting, and documenting;
- f. Adhere to ethical principles and professional norms;
- g. Promote the success and well-being of every student by ensuring the development of an equitable and culturally responsive school;
- h. Advocate for children, families, and caregivers;
- i. Act to influence local, district, state, and national decisions affecting student learning;
- j. Assess, analyze, communicate, and anticipate emerging trends and initiatives in order to adapt leadership strategies and professional development activities related to curriculum, instruction, and assessment;

k. Build partnerships with parents, community groups, and businesses; and

l. Evaluate school progress and influence the allocation of resources in order to meet national, state, and local education objectives;

(2) In the area of curriculum and instruction the curriculum administrator preparation program shall provide the candidate with the ability to:

a. Understand the culture of teaching and learning as required to work effectively with diverse faculty and administrative teams;

b. Understand PreK-12 learner development and learner differences;

c. Understand and support a variety of learning environments, including extended learning opportunities;

d. Understand a variety of instructional and adaptive technologies;

e. Understand school, school district, and administrative unit curricula;

f. Understand how to monitor alignment between the written and taught curriculum;

g. Understand effective curricular coordination and vertical articulation among all academic areas within the school, between schools, and with sending schools and post-secondary institutions, as applicable;

h. Understand applicable national standards, as well as current state and local academic standards;

i. Understand a variety of instructional strategies, including differentiated instruction;

j. Understand and assist others with current research and research-based practices in curriculum and instruction;

k. Demonstrate the ability to work with individual educators as well as grade level, disciplinary, and interdisciplinary teams to promote student learning; and

l. Demonstrate the ability to supervise instruction and provide constructive feedback, and

(3) In the area of assessment the curriculum administrator preparation program shall provide the candidate with the ability to:

- a. Understand how to use a range of evidence such as student work, classroom and local school or district assessments, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from students and alumni, to revise curriculum and guide the improvement of instructional practice;
- b. Understand and convey a range of assessment strategies, including formative and summative assessment principles and practices, for use in classroom and school-wide assessment, including accreditation processes;
- c. Understand assessment purposes and the design and appropriate uses of fair, ethical, and reliable assessments;
- d. Be able to work with educators to align assessments with learning expectations, competencies, and applicable standards;
- e. Be able to reach out to families and assist with the interpretation of assessment data;
- f. Be able to collect, disaggregate, and analyze data from a variety of sources and respond to inequities in student achievement;
- g. Be able to administer regional and national tests and analyze and report on the results;
- h. Be able to evaluate the effectiveness of curriculum implementation, instructional strategies, and assessment use in a school, school district, or administrative unit, and present evaluations to various audiences;
- i. Be able to evaluate the effectiveness of the curriculum revision processes and plan for continuous improvement; and
- j. Be able to work collaboratively with various stakeholders to involve them in the work of the school.

Rule	Statute
Ed 505.03(e)	RSA 186:11, X(a)
Ed 506.05	RSA 21-N:9, II(s)
Ed 614.13	RSA 21-N:9, II(r)